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ABSTRACT

To develop a profile of home economics majors at a private Christian university and to compare their goals, attitudes and perceptions with those of 1126 home economics majors at the 37 land grant institutions participating in the S-114 Southern Regional Study, the S-114 questionnaire is used to survey all 247 home economics majors at Bob Jones University. The 200 returned questionnaires provide data on: personal background; parents; high school size and curriculum; work experience; college experience; educational, career and life aspirations; and attitudes toward women, education, marriage, careers, and agriculture. A Kolmogorov-Smirnov statistical test compares and analyzes reponses of 13 goal and perception related questions with those from the S-114 study to reject the 2 null hypotheses. Home economics majors from schools in the S-114 study report significantly higher educational aspirations and expectations. Bob Jones University home economics majors perceive their peers as more friendly, open to new ideas and less interested in making money than the other college students studied. The resulting student profile can benefit instructors and advisors of home economics majors as well as recruitment personnel and administrators. More such cross-comparison studies on vocational preparation and career development of college women is recommended. (NEC)

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A COMPARISON OF LIFE GOALS, ATTITUDES AND PERCEPTIONS OF HOME ECONOMICS MAJORS AT BOB JONES UNIVERSITY AND 1862 COLLEGES AND UNIVERSITIES IN THE SOUTHERN REGION

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A Thesis
Presented to the Faculty
of the
School of Home Economics
In Partial Fulfillment
of the
Requirements for the Degree
of

Master of Science

in the
Department of Home Economics Education
Winthrop College

May, 1979

by

Marcella Anne Wyatt

CE 011403

May 1979

To the Acting Dean of the School of Home Economics:

We are submitting herewith a thesis written by Marcella Anne Wyatt entitled "A Comparison of Life Goals, Attitudes, and Perceptions of Home Economics Majors at Bob Jones University and 1862 Colleges and Universities in the Southern Region." We recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science.

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ABSTRACT

The purpose of the investigation was twofold: (1) to develop a profile of students majoring in home economics at Bob Jones University: and, (2) to compare goals, attitudes, and perceptions of BJU home economics majors to those of home economics majors in 1862 schools participating in the S-114 Southern Regional study. The questionnaire developed and used in the S-114 research project for studying agriculture and home economics students was duplicated for this study and sent to all, 247, home economics majors at BJU. A profile including information concerning background, goals, and attitudes, was compiled with all data from the 200 questionnaires returned. The Kolmogorov-Smirnov statistical test was applied to responses of 13 of the questions related to goals and perceptions. These specific variables were comparatively analyzed to test the two null hypotheses. Home economics majors at 1862 schools reported significantly higher educational aspirations and expectations, while home economics majors at BJU were found to perceive their peers as more friendly, open to new ideas, and less interested in making money than other college students. More studies, especially of a cross-comparison nature, devoted to the vocational preparation and career development of college women enrolled in private schools are recommended.

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CHAPTER I

INTRODUCTION

Women's vocational preparation and career development have recently received increased recognition in today's society. Equality of employment and opportunities comprise the central thrust for change in a country where 90 percent of all women will work at some time in their lives (Stinson, 1978). These evidences of altered socialization patterns and lifetime aspirations parallel attitudinal changes concerning the role of women.

A dearth of theoretical bases for research relating to the dynamics of women's career development points out the need for empirical data on academic and vocational progress (Wolfson, 1976; Ory & Helfrich, 1978). Female college students are probably the most accessible source of accurate information concerning current trends in women's career aspirations and achievements. In consideration of this observation and the influential role home economics education at the post-secondary level plays in the shaping of today's woman, home economics majors have been chosen as the subjects of this research.

A better understanding of their backgrounds, life goals, and attitudes will be useful in the context of current research priorities as well as to instructors, academic advisors, managers and designers of curricula,

and recruitment personnel. It is these concerns as well as the results of a recent (1978) Southern regional study of college students majoring in agriculture and home economics that prompted this investigation.

The students who participated in the Southern regional study were homogeneous in that all were enrolled in public government funded colleges and universities. The current investigation enlarged the regional study data pool by administering the same instrument to students enrolled in a private Christian university. Isolating variables from both sets of data enabled several specific comparisons of the two groups.

More particularly, then, the focus of inquiry in this study is home economics majors at 13 institutions of higher learning.

Purpose of the Study

The purpose of this study is to answer two questions: (1) What are the backgrounds and career orientations of home economics majors at Bob Jones University? and (2) How do their backgrounds and career orientations compare with those of other home economics majors in the Southern region? Thus, the purpose of the study is twofold:

1. To develop a complete profile of students currently majoring in home economics at Bob Jones

University.

2. To compare selected variables of BJU home economics majors to those of home economics majors in 1862 schools participating in the S-114 Southern Regional study.

Hypotheses

The following hypotheses have been chosen for this study:

1. There is no significant difference in the life goals of students majoring in home economics at Bob Jones University and the life goals of home economics majors at 1862 schools participating in the S-114 Southern Regional study.
2. There is no significant difference in the image projection of students majoring in home economics at Bob Jones University and the image projection of home economics majors at 1862 schools participating in the S-114 Southern Regional study.

Definition of Terms

The following definitions are presented to facilitate the understanding of this study:

1. Life Goals are both idealistic aspirations and realistic expectations of future educational plans, career choice, and life style. (S-114

Regional Study of Agriculture and Home Economics Students Questionnaire, items 37-46, p. 9-10.)

2. Image Projection is the facet of a persons self concept which is reflected in his or her perceptions of his or her peers. (S-114 Regional Study of Agriculture and Home Economics Students Questionnaire, items 71-79, p. 12.)
3. The S-114 Study is a regional research project entitled "Defining and Achieving Life Goals: A Process of Human Resource Development." This study is a cooperative effort of representatives from colleges and universities in the 14 state Southern region plus Puerto Rico to determine occupational aspirations and factors influencing students to select majors in home economics and agriculture curricula.
4. 1862 Schools are land grant institutions established via legislation in 1862 to provide home economics and agriculture education. Their enrollment is predominantly white. By contrast, the 1890 schools were formerly all black.
5. The Profile of BJU home economics majors is composed of data from the entire questionnaire, tabulated by adjusted percentages.

CHAPTER II

REVIEW OF LITERATURE

Today, more home economists than ever before hold supervisory and executive positions in fields once exclusively male. The energy crisis and tightening economy have motivated women with home economics degrees to seek employment outside traditional areas (Michael & Hunt, 1975). These role changes and the current feminist movement have engendered a volume of research concerning sex-role prescriptions and stereotypic attitudes influencing females' career decisions.

The majority of references cited in this review relate to these aspects of career development. However, other information directly pertinent to this investigation is also included. Vocational motivation and decision making, and stereotypes, images and life goals are the two major categories for the research relevant to this study.

Vocational Motivation and Decision Making

A review of research concerning counseling women was conducted by McEwen (1975). In summary, she reported that misinformation about women and employment abound in the realm of counseling. Instability in career decisions and role conflict is exhibited by most women in the first five years after high school.

Some influential factors in the direction of a woman's choice are mother's education, attitudes toward the woman's role, religion, grade point average, and degree of conferrment with faculty. Career modeling and the expectations of faculty and administrators have a positive effect upon career aspirations of women (McEwen, 1975).

A conceptual framework for the career development patterns of college women was postulated by Zytowski (Wolfson, 1976). He theorized that motivational, environmental, and inherent personal characteristics interact to shape a woman's career development. Values, interests, intelligence and situational events are some of the specific contributing elements.

Zytowski proposed three basic patterns: mild, moderate, and unusual. Each pattern is governed by age of entry into a vocation and length and degree of participation. The patterns range from very early or late entry, brief time span and little participation, to early entry, lengthy time span and much participation (Wolfson, 1976).

Wolfson (1976) founded her research on the above concepts, investigating two hypotheses: (1) women pursuing different career patterns will differ in certain respects from each other; (2) it will be possible to predict at time of college entry or five years after entry

what a woman's career pattern will be.

Significant differences among the pattern groups on the basis of 29 dependent variables were evident. The variables used for prediction were college major, number of years spent in college, completion or noncompletion of degree, and graduate school attendance. Vocational patterns were not predictable at the point of college entry, but could be predicted five years after entering college. Similar deductions were made by Blaska (1978) in summarizing her review of literature.

Another study, (Croaks, Keller, & Catlin, 1973), also using college women as subjects, examined motivation for college attendance. Sex, socioeconomic level, year in school, and academic discipline were the differential variables considered in a comparison of home economics majors with non-home economics majors.

Overall, preparation for a career was the strongest motivation, with obtaining a general education second strongest. No significant differences in home economics majors as compared with non-home economics majors were found, except when students from a lower socioeconomic level were compared to those from a higher level. Home economics majors from the lower level were more interested in vocational training and less interested in developing

moral and ethical standards (Croaks, et al., 1973).

Foxley (1978) contributed two conclusions. The proportion of women entering college is increasing, and the more formal education a woman completes, the more likely she is to be employed outside the home.

Motivation for college attendance is thus directly related to desire for a career, yet the fact that women do not achieve as highly as men in science, arts and humanities careers identifies an inhibition of their achievement motivation. Farmer (1976) isolated constellations related to this inhibition. These were (a) reduction in academic self-confidence in college, (b) fear of success in college, (c) vicarious achievement motivation, (d) home-career conflict, (e) myths about working women, (f) less risk taking behavior, and (g) sex role orientation (Farmer, 1976, p. 13). Discrimination and demography have also been found to restrict achievement for women college graduates (Rossi, 1970).

The results of a direct comparison of male and female individual characteristics and career aspirations conducted by Ory and Helfrich (1978) implied that sex is the single best predictor of career aspirations. Women who perceived themselves as having non-traditional viewpoints were more likely to aspire to professional careers. Importance

placed on marital plans was found by Ory and Helfrich not to affect career aspirations. The attitude element apparent in most of these conclusions leads to the necessity of examining stereotypes and images influential in women's career and achievement patterns.

Stereotypes, Images, and Life Goals

Sex role self-concepts are increasingly affecting choice of life style for most women (Vogel, Rosenkrantz, Broverman, I. K., Broverman, D. M., & Clarkson, 1975). In fact, "sexual typing of occupations is as pervasive and persistent as occupational stereotyping and sex role stereotyping are in the American society" (Shinar, 1975, p. 108). Forty percent of the 35 million working women in the United States are employed in traditional female jobs, i.e., secretaries, food service workers, nurses, sales clerks, teachers, bookkeepers, private household workers, dietitians, cashiers, and typists (Stinson, 1978).

The basis of defining occupations as masculine or feminine to the present time has been the relative proportions of men and women engaged in various occupations. Shinar (1975) attempted to establish normative data concerning the perceptions of occupations as feminine, masculine, or neutral. The results provided a mean rating for 129 vocations in terms of masculinity or femininity as well as information about the variance in judgments of

each occupation.

According to Medvene and Collins (1976) low prestige occupations vary more than high prestige occupations in appropriateness according to sex. In a comparison of views maintained by psychotherapists, graduate students in psychology, and secondary school counselors, the counselors were found to have the most stereotypic role perceptions.

Using the MAFERR Inventory of Feminine Values (MAFERR Foundation), Hipple (1975), however, implied that most counselors do not inhibit female student career considerations by their own opinions. Male counselors were reported by the Hipple study to hold more liberal attitudes toward the female sex role than male or female college freshmen or female counselors.

Another variable with potential influence on females' vocational role perceptions and decisions is maternal employment status. In fact, it was definitely linked to differential vocational role perceptions among college women by Broverman, I. K., Vogel, Broverman, D. M., Clarkson, and Rosenkrantz (1972) and Tangri (1972). More recently 126 females in elementary school participated in a study of maternal employment status (Bacon & Lerner, 1975). An analysis of variance revealed that mother's

employment status had no significant effect on perception of occupation availability regarding sex, although most subjects consistently aspired to female dominant vocations. Increasing age paralleled increased uncertainty regarding career aspirations.

Some of the research results cited above are consistent with Bettelheim's (1975) theories. He purports that children do not act out stereotypic roles, but wish-fulfilling fantasies in play. A child's understanding of vocational roles has nothing to do with the status of occupations in the adult society. "His ideas are based on unconscious conceptions of what his body is all about, and what occupations imply in regard to his physical apparatus." (Bettleheim, 1975, p. 365). Bettelheim further stated that children should be allowed to play out sex roles in order to fully establish their sexual identity, then later be educated to the fact that sex differences are not attached to specific educational roles.

Educational efforts to reduce sex typing and increase occupational awareness have occurred through curriculum development and occupational counseling. Both Parks (1976) and Blimline (1976) devoted research studies to the development and evaluation of career oriented curricula. The effects on the career awareness of elementary school

students (Parks, 1976) and community college students (Blimline, 1976) were negligible.

However, Parks (1976) did report reduction in sex stereotyping of career roles on the part of elementary school students as a result of exposure to the curriculum she tested. This apparent shift in viewpoint had no effect on personal career choice. At this age, socioeconomic status, parental influence, and peer relationships probably shape perceptions and motivate life goals according to Parks.

Occupational counseling was found to be very successful in manipulating career perceptions of elementary age students (Harris, 1974). The author suggested that counseling is an economical, effective method and that counselors and teachers should employ their influence to effect non-sexist thinking in their students' career aspirations.

Summary

The review of literature and the findings of previous research indicated the following:

1. Women who attend college are usually motivated by career preparation, but generally do not achieve as highly as men in certain vocations.
2. Attitudes, abilities, and circumstances prevail in the formation of women's life goals.

3. Education experiences, the most effective being counseling, are necessary to redirect students' attitudes away from stereotypic role perceptions.
4. The career development of women is a complex interaction of numerous factors.
5. The career development of women is unstable and difficult to predict during college.

These findings imply that there is a need to further isolate and analyze influences on college women's career development. Since transient circumstances and attitudes appear to govern college women's life goals, frequent investigations of the situation are needed to provide currently accurate information.

CHAPTER III

PROCEDURE

This research study involved collection of descriptive data in order to accomplish the following two objectives: (1) to develop a complete profile of students currently majoring in home economics at Bob Jones University; and (2) to compare selected variables of BJU home economics majors to those of home economics majors in 1862 schools participating in the S-114 Southern Regional study.

Sample

The populations for this study can be defined as home economics majors at 1862 land grant institutions and Bob Jones University. The sample was composed of all home economics majors at BJU and Home economics majors at 1862 schools who participated in the S-114 Southern Regional study.

The S-114 research project consisted of a 15 percent random sample, drawn and stratified by school from Spring, 1977 enrollment lists of agriculture and home economics students in the Southern region. The 37 schools included in the S-114 study were all 1862 and 1890 institutions recipient of land grant funds. However, only data collected from 13 schools, those established in 1862, were utilized for the comparisons in this investigation, due to the

similarity of students bodies of BJU and the 1862 schools (Table 1).

Administration of the Questionnaire

The administration procedures of the S-114 Study of Agriculture and Home Economics Students Questionnaire were duplicated for this study. The questionnaire and cover letter were sent through the campus mail system to all, 247, home economics majors at BJU (Appendix A). A one week time limit for returning the questionnaire was stipulated. Non-respondents received a reminder note through campus mail seven days after initial contact (Appendix B). Questionnaires were coded for follow-up purposes only.

Return rates were affected by the timing of the questionnaire's administration. Students who were planning to withdraw from school or change their major at the end of the semester, approximately two weeks after initial contact, could have easily justified their non-participation.

Nevertheless, 80.9 percent, 200, were returned. Later it was verified that seven were not returned due to students withdrawing during or at the end of the semester, making an adjusted return rate of 81.0 percent. An unknown number of home economics majors changed their major

Table 1

Sample Sizes and Return Rates for 1862 Schools in the S-114 Regional Study

N = 1126

Institution	Adjusted Sample	Final Returns	Adjusted Rate
Auburn University (Alabama)	84	70	.83
Florida State	96	73	.76
University of Georgia	95	67	.71
University of Kentucky	96	84	.87
Louisiana State	94	78	.83
Mississippi State	58	43	.74
University of North Carolina at Greensboro	110	108	.98
Oklahoma State	175	116	.66
University of Tennessee	163	122	.42
Texas Tech	205	160	.78
Virginia Polytechnic and State University	124	79	.64
Winthrop College (South Carolina)	67	51	.76
University of Arkansas	48	43	.88

Note. From Table 1 in "Regional study of students in the school of home economics". A summary tabulation prepared for deans and directors of resident instruction in home economics at land grant and other institutions in the Southern region.

at the end of the semester.

The Instrument

The Study of Agriculture and Home Economics Students Questionnaire developed and used in the S-114 Southern Regional study was reproduced for this research project in its exact form with the exception of the introduction. A cover letter was written to replace the original introduction in order to accommodate to circumstances at BJU (Appendix B).

The S-114 study questionnaire was initially developed on the basis of the recognized need for information as perceived by persons involved in home economics education, agriculture education, administration, and counseling. Inquiry focuses upon the following seven general categories:

1. Background data encompasses demographic information such as sex, race, age, and marital status.
2. Parental information includes questions concerning residence, employment, and educational attainments of the respondent's parents. Other personal and familial characteristics such as political inclinations are identified.
3. High School data is composed of questions that explore the type and size of the respondent's high school, curriculum and its influence on

selection of a college major, grade point average, and participation in co-curricular activities.

4. Work experience questions classify all work experiences into specific categories related to home economics, agriculture, or other.
5. College experience is the section that identifies specific influences in selection of a college major, grade point average, and stability in college and major choice. Also, respondents are asked to report membership and leadership experiences in student organizations, and sources of financial support.
6. Goals questions investigate the respondent's aspirations concerning education, career, and life style.
7. Attitudes is a section of statements regarding various issues currently emphasized in home economics and agriculture occupational roles. The respondent may agree or disagree on a Likert type scale. The final section briefly depicts the home economics and agriculture students' peer perceptions.

Objectives

The following objectives were utilized for the BJU study:

1. Obtain permission from the administration of Bob Jones University to survey the home economics majors.
2. Send the questionnaire with cover letter to each home economics major.
3. Follow up with a reminder letter to non-respondents.
4. Record data in adjusted frequencies and percentages to compile a profile.
5. Compare selected variables relating to life goals, attitudes, and perceptions of BJU students with data from 1862 schools participating in the S-114 Southern Regional study.

Treatment of Data

This study employed descriptive design and descriptive statistical analysis. The profile describing BJU home economics majors consists of adjusted frequencies and percentages for each possible questionnaire response.

The Kolmogorov-Smirnov statistic, (K-S), a distribution free test designed to detect broad classes of alternatives was chosen to test the two null hypotheses. The K-S value was computed for each variable selected for the two-sample comparison to reveal statistically significant differences. Chi square was also calculated to determine whether or not a statistically significant difference was

found in the overall attitudes of the two sample groups.

CHAPTER IV

RESULTS

This research project studied characteristics of home economics majors at a private Christian university and compared their life goals and attitudes, as measured by responses to a questionnaire, to life goals and attitudes of home economics majors enrolled in 1862 land grant institutions.

Data were obtained utilizing the S-114 Regional Study of Agriculture and Home Economics Students Questionnaire, after permission was granted by the administration of Bob Jones University to survey the 247 home economics majors. The tabulations from the 200 questionnaires returned were processed by computer at Wintrop College to provide adjusted frequencies and percentages as shown in Appendix C.

The Kolmogorov-Smirnov statistical test for two-sample broad alternatives was applied to responses of 13 of the questions related to goals and perceptions. These specific variables were comparatively analyzed to test the two null hypotheses.

The realization of the first main objective of this study, to explore the backgrounds and career orientations of BJU home economics majors, is presented in full (Appendix C). This information was gathered to provide an overall descriptive profile for interested faculty and administrators.

Summary of Profile

Background Data

As shown in Table 2, all of the students who major in home economics at BJU are female. Their ages range from 17 to 23. Non-white races combined comprise only 2.5 percent of the group. The majority are United States citizens with a total of 35 states represented. South Carolina is the home state of 9.6 percent, the largest percentage concentration. Close behind is Michigan, with an 8.6 percent representation.

According to the questionnaire results, more than half are majoring in general home economics, the remainder in home economics education. Almost 75 percent have declared an English or Composite Science minor. More seniors than students of any other classification returned the questionnaire.

The majority of BJU home economics majors are single, with less than 7 percent married. Half of the respondents were reared in a small city (10,000 to 50,000) or a medium-sized city (50,000 to 500,000). Of those reared in a place with less than 50,000 in population, most, 72.8 percent, lived within 30 miles of a large or medium-sized city.

Table 2

Summary of Background Data

Home Economics Majors at Bob Jones University

Characteristic	Percent (N=200)
Female	100.0
White	97.4
Foreign citizen	3.0
Home state South Carolina	9.6
Home state Michigan	8.6
General home economics major	67.5
Home economics education major	31.9
Composite science minor	34.9
English minor	37.2
Single	92.8
Married	6.1
Reared on farm	10.9
Reared in small city (10,000 to 50,000)	25.5
Reared in metro city (500,000 plus)	16.1

Parental Information

Although more home economics majors were reared in small to medium-sized cities than in any other place, most of their parents were reared in the country, a town, or village, as indicated in Table 3. About one fifth presently own, lease, rent, or tenant-farm a farm or ranch, and for half of these the farm or ranch provides a secondary source of income.

A wide range of occupations, 85, are represented by the fathers of home economics majors and categorized in Table 3. The largest concentrations were found in professional and technical endeavors. Ten percent are clergymen, or in other full-time religious work. At least 91 percent of all the fathers work full-time or are self-employed.

Approximately half, 49.2 percent, of the mothers are homemakers. The next highest percentage was found to be registered nurses, six percent. The remainder represent 39 other occupations. Almost one third are employed full time outside the home and slightly more than one tenth work part-time.

Reported annual incomes, father and mother combined, are clustered in the categories rangin from $10,000 to $49,999. The percentages are somewhat inflated due to

Table 3

Summary of Parental Information

Home Economics Majors at Bob Jones University

Characteristic	Percent	
	Fathers	Mothers
Reared on farm	27.7	24.6
Reared in town or village (under 10,000)	14.9	18.8
Reared in metro city (500,000 plus)	13.3	9.9
Occupations:		
Professional and technical	31.6	14.1
Managerial and administrative	22.7	3.5
Sales and clerical	12.0	22.6
Craftsmen	18.1	1.5
Operatives, laborers, and farm	21.1	2.5
Service workers (incl. homemaker)	1.0	55.2
Less than 9th grade education	4.6	5.1
College graduate	20.9	21.0
Political preferences		
Conservative	71.3	71.8
Somewhat conservative	14.4	13.3
Moderate	3.7	3.1
Somewhat liberal	1.6	1.6
Liberal	----	----
Annual income	----Combined----	
Less than $10,000	10.2	
10,000 to 14,999	21.0	
15,000 to 19,999	21.8	
20,000 and above	47.0	
Own, lease, rent, or tenant-farm a farm or ranch	19.7	

missing data and the probability of students having inaccurate perceptions of total family income.

Twelve percent of the home economics majors' fathers did not graduate from high school, while 11 percent of the mothers did not. Also, slightly more mothers than fathers have earned a bachelor's degree (Table 3).

Only three percent of the parents were reported to have somewhat liberal political preferences with none being reported as liberal. The majority, 71.2 percent fathers and 71.8 percent mothers, were categorized as conservative. All the students have conservative to moderate political views, tending to be slightly more conservative than their parents.

High School Data

Approximately half of the sample graduated from private religious high schools; 46.7 percent graduated from public high schools (Table 4). The majority were members of relatively small, less than 150, graduating classes. The remaining 35.9 percent were in larger classes, more in the 200 to 399 grouping than any other.

Grade point averages were generally high with none reporting below a C average in high school. Slightly more than 25 percent did not take home economics in high school, and only 13 percent did not enroll where home economics courses were offered. A relatively small proportion, 38.3

percent, indicated that any course in high school directly affected their choice of a major in home economics. For 92 percent of those students, the influential course(s) was in home economics.

Table 4

Summary of High School Data

Home Economics Majors at Bob Jones University

Characteristic	Percent (N=200)
Graduated from public high school	46.7
Graduated from private high school, religious	50.2
Grade point average, A	28.1
Grade point average, B	57.6
Home economics courses offered	87.0
Home economics courses taken	74.4
Home economics most influential course	92.0
Participated in 4-H	22.0
Participated in FHA	16.7
Home economics related work experiences	46.3

Small proportions of students indicated participation or leadership in extra- and co-curricular groups such as 4-H (one fifth), and FHA (one sixth). In light of the above findings concerning high school background, this does not necessarily suggest a lack of interest or desire

to participate, but more likely limited opportunities. Home economics related work experiences could possibly have fulfilled the desires for non-academic orientation to the field of home economics in the lives of 46.3 percent of the respondents.

College Experiences

The responses to the survey questions pertaining to college experiences are indicative of stability among BJU home economics majors (Table 5). Few attended another institution previously and 55.5 percent have never changed their major. Of those who indicated they have changed, more than one third merely shifted from general home economics to home economics education, or vise versa.

Grade point averages as reported were not significantly revealing. Computed on a three point scale, 71.6 percent average 1.5 or higher; 44.5 percent average 2.0 or higher, and 7.7 percent average 2.5 or higher.

Parents have exerted the most influence on choice of major according to this study, mothers being somewhat more influential than fathers. The second and third most powerful influences were home economics teachers and college friends, respectively. Sisters, other relatives, high school friends, high school counselors, principals or non-home economics teachers, college teachers or advisors, and former

Table 5

Summary of Influential Factors in College Experience

Home Economics Majors at Bob Jones University

Characteristic	Percent (N=200)
Transfer student	10.5
Have changed major	44.0
Influential persons in major selection:	
Mother	81.7
Father	57.3
High school counselor	22.3
High school home economics teacher	51.3
College friend	44.6
Influential things in major selection:	
To prepare for a career	90.4
To help others	95.0
To make better grades	15.6
To insure good income	17.9
Successful prior experience in home economics	78.0
Friends majoring in home economics	22.0
Sources of financial aid:	
Own savings	71.5
Parents	91.0
Part-time work while at college	54.9
Summer jobs	82.3

students were found to have nearly equal influences on the subjects' choice of major.

Motivations in major selection, other than people, were described as follows. The desire to help others and the desire to prepare for a career were of some to much importance to 94.9 percent and 90.4 percent of the sample, respectively. The response other was disclosed to be of at least some importance to 59.1 percent of the home economics majors. In most instances it was specified as a spiritual reason, such as "the leading of the Lord."

Factors which were reported to be of no importance by greater than one half of the sample were, in decreasing order, scholarships and/or financial assistance (89.3 percent), suggestion of high school teacher or counselor (85.7 percent), related college course (84.4 percent), and a related high school course (84.1 percent), as indicated in Appendix C.

The questionnaire tabulations inaccurately portrayed home economics majors' participation in home economics related organizations (Appendix C). The low percentages may be explained by some degree of ambiguity in question 35. In some cases, absence of opportunity (honors fraternities/sororities, college 4-H/FFA/FHA, and student agriculture or home economics council) account for the low rate of positive response. At BJU, the home economics

department student organization, the University Home Economics Association, currently boasts approximately 200 members.

As indicated by Table 5, BJU home economics majors pay for their college education with income from summer jobs, part-time work while at college, personal savings, and their parents. Student loans or grants and other relatives and friends are sources of financial support for approximately one fourth of the respondents (Appendix C).

Life Goals, Attitudes, and Perceptions

The second primary objective of this investigation, to compare goals, attitudes, and perceptions of BJU home economics majors to those of home economics majors at 1862 schools, was met by two procedures.

First, a visual comparison on the basis of adjusted percentages was conducted for the characteristics described by questions 40-46 (p. 10 of the S-114 Regional Study of Agriculture and Home Economics Students Questionnaire, Appendix A) and questions 47-62 (p. 11). A statistical analysis of the responses to questions 37-39 using the Kolmogorov-Smirnov statistical test, and for questions 71-79 using the K-S statistic test and the Chi square value, constituted the second procedure.

Comparison: Percentage Basis

Goals

The home economics majors at 1862 schools indicated higher expectations for eventually owning or inheriting a farm or ranch, although in both samples the majority did not expect to own or inherit a farm or ranch (Table 6).

Large percentage differences were found for the two groups' anticipated incomes. Bob Jones University respondents definitely expect lower incomes than do the other subjects. Well over half at BJU do not anticipate earning more than $7,500 in their first full-time job. This is reasonable since approximately 32 percent expect to be homemakers and almost as many probably will be in low paying positions connected with religious work.

Table 6

Summary of Property Goals

Characteristic	Percent	
	BJU	1862
Expect to own farm or ranch	15.9	29.5
Expect to inherit farm or ranch	24.6	33.1
Anticipated income in first full-time job after education		
Less than $5000	18.5	3.2
5,000 to 7,499	49.8	17.5
7,500 to 9,999	16.6	37.4
10,000 to 12,499	14.6	29.9
12,500 plus	1.9	11.9

Home economics majors at 1862 schools reported a somewhat greater preference for city living than did those at BJU. Sample members from both groups who prefer residence in a place of less than 50,000 in population were equally desirous of living within 30 miles of a larger city.

As expressed in Table 7 both groups desire more formal education than they expect. It is also obvious that both the desires and expectations of students at 1862 schools are higher than those of BJU students. Majorities from both groups plan to remain in home economics if they enter graduate school.

Many interesting differences are apparent between the desired and expected vocations of home economics majors. The subjects at BJU indicated lower expectations than desires to enter occupations in professional and technical, managerial, and craftsmen fields (Table 7). However, this was true of only the managerial occupations for the 1862 sample.

Desired vocations of the two groups were more similar than expected vocations. For both groups, the largest and smallest percentages of desired occupations were found in the professional and clerical categories, respectively. While the percentage of expected occupations in the

Table 7

Summary of Educational and Vocational Goals

Characteristic	Percent BJU	Percent 1862	Z Score	K-S c.v.
Desired formal education			2.7676	0.0000*
Complete bachelor's	54.8	35.0		
Complete master's	34.5	43.3		
Complete doctoral	2.5	13.5		
Expected formal education			2.3528	0.0000*
Complete bachelor's	77.8	63.2		
Complete master's	13.9	28.8		
Complete doctoral	----	2.5		
Plan to remain in home economics in graduate school	76.5	80.2	0.1784	1.0000
Desired occupations				
Professional	47.2	70.0		
Managerial	3.6	27.8		
Sales and clerical	----	0.2		
Craftsmen	12.3	0.3		
Operatives, laborers	0.5	0.7		
Service workers	35.4	1.0		
Expected occupations				
Professional	42.3	74.7		
Managerial	1.5	23.4		
Sales and clerical	2.6	1.1		
Craftsmen	3.6	----		
Operatives, laborers	0.5	0.1		
Service workers	48.5	0.7		

K-S c.v. = Kolmogorov-Smirnov statistic test critical value
* = Significant at the .05 level

professional classification increased for the 1862 respondents, it decreased for the BJU respondents. More BJU home economics majors expect to be employed in a service occupation than any other type of work. Overall, the greatest differences between the two groups of subjects were evident in three vocational categories: professional, managerial, and service.

Attitudes

Home Economics. Although large differences were not apparent, 6.8 percent more of the BJU subjects than 1862 school subjects agreed with the statement that women in college are more concerned with getting a husband than with preparing for a career. The general trend, however, was to disagree with this statement.

All three of the statements regarding equality between women and men revealed differences between the two groups of respondents (Table 8). BJU home economics majors tend to have less "liberated" views toward equality. The response illustrating the most dramatic differences was to number 48, "The husband and wife should be equal partners in the marriage." In the BJU sample, approximately half indicated some degree of agreement, while 92.3 percent of the 1862 sample agreed with the idea.

Table 8

Summary of Attitudes

Statements (Likert Scale)	Percent BJU	1862
Women in college are more concerned with getting a husband than with preparing for a career.		
Agree	22.6	15.8
Undecided	16.9	11.6
Disagree	60.0	72.3
The husband and wife should be equal partners in the marriage.		
Agree	51.8	92.3
Undecided	4.8	3.9
Disagree	42.2	3.6
It is alright for a woman to work, but her real fulfillment comes with motherhood.		
Agree	71.8	26.7
Undecided	11.3	15.8
Disagree	16.4	57.3
Women are capable of performing as well as men at work outside the home.		
Agree	34.4	83.1
Undecided	26.0	11.2
Disagree	39.0	5.5
I would feel uncomfortable if my supervisor at work were a woman.		
Agree	7.7	6.1
Undecided	12.9	6.5
Disagree	78.6	87.1
Greater regulation is needed on the use of chemicals in agriculture.		
Agree	18.3	51.7
Undecided	55.1	43.2
Disagree	25.9	4.9

The statements aimed at measuring attitudes toward women working also revealed appreciable differences between the two groups (Table 8). Home economics majors at 1862 schools apparently feel much less committed to the traditional philosophy that a woman's most fulfilling role is homemaker. Both samples, however, had a large proportion of responses to indicate that they would not feel uncomfortable if their work supervisor were a woman. This may have been influenced by the fact that most of the respondents were female.

Agriculture. Attitude scale statements regarding agriculture career and occupations revealed very few differences between the two samples. Most agree that there are good career opportunities in agriculture, most of which require formal education. The only apparent dissimilarity concerned attitudes toward the suitability of agriculture vocations to women. Only 18.7 percent of the BJU home economics majors agreed that most agriculture occupations are suitable for women in contrast to 55 percent of the 1862 school home economics majors (Appendix C.)

More conservative attitudes were found on the part of the Bob Jones University subjects when asked regarding government regulation in agriculture, although a high proportion of both groups were reportedly undecided (Table 8). Fewer home economics majors at BJU than at 1862

schools expressed disagreement with the statement that agriculture as an industry is on the decline, yet the trend was disagreement with this idea (Appendix C).

As revealed by the responses to statements 58 and 59, 1862 subjects, more than BJU subjects, are concerned with ecology to the point of sacrificing economic progress. The differences are not great, however, as nearly half are undecided (Appendix C).

Comparison: Statistical Basis

The non-parametric Kolmogorov-Smirnov Test statistic enabled a statistical comparison of the two groups' responses to questions 37-39 in order to test the first null hypothesis: there is no significant difference in the life goals of students majoring in home economics at Bob Jones University and the life goals of home economics majors at 1862 schools participating in the S-114 Southern Regional study.

Within each question, the response data were collapsed to obtain one value appropriate for determining significant differences. Z Scores were also calculated to verify the .05 level of significance.

Educational Goals

Table 7 displays the critical values obtained for questions 37-39A. Significant differences between the BJU

home economics majors and 1862 home economics majors were found for the variables desired formal education and expected formal education. The 1862 school subjects indicated significantly higher aspirations as well as significantly higher expectations.

For those planning to do graduate work, a high proportion from each group desire to remain in home economics. These same subgroups, however, did show significant differences in their expectations to do graduate work at their present institution. It is reasonably understandable that more of the BJU subjects plan to go elsewhere since BJU does not offer a graduate degree in home economics.

Therefore, the hypothesis of no significant difference in the life goals of students majoring in home economics at Bob Jones University and the life goals of home economics majors at 1862 schools participating in the S-114 Southern Regional study was rejected at the .05 level on the basis of three out of four significant differences.

Perceptions

Majorities, 67 percent or more, from both groups of respondents agreed that home economics majors are no different from other college students with respect to the following characteristics: (71) sure of what they want to do in life, (72) interested in competing for high.

Table 9

Summary of Perceptions of Home Economics Students

Characteristic	Percent BJU	Percent 1862	Z Score	K-S c.v.
HOME ECONOMICS STUDENTS ARE:				
Sure of what they want to do in life			0.4927	0.9684
Less than non-HE	8.5	4.7		
Same as non-HE	77.5	77.6		
More than non-HE	13.9	17.6		
Friendly and helpful to other people			2.9114	0.0000*
Less than non-HE	4.3	1.6		
Same as non-HE	33.1	58.8		
More than non-HE	62.6	39.6		
Willing to accept new and unusual ideas			3.0643	0.0000*
Less than non-HE	6.5	5.7		
Same as non-HE	38.6	63.8		
More than non-HE	54.9	30.5		
Interested in making a lot of money			2.1794	0.0001*
Less than non-HE	34.8	16.8		
Same as non-HE	61.9	75.4		
More than non-HE	3.3	7.8		
Tolerant of people from a different background			0.9497	0.3278
Less than non-HE	2.1	4.4		
Same as non-HE	67.4	72.7		
More than non-HE	30.4	22.9		
Interested in having a good time at college			1.1081	0.1715
Less than non-HE	2.8	5.5		
Same as non-HE	89.8	90.9		
More than non-HE	7.3	3.6		

K-S c.v. = Kolmogorov-Smirnov statistic test critical value
* = Significant at the .05 level

grades, (73) interested in classical music and good literature, (77) tolerant of people who come from a different background, (78) seriously concerned about the state of the nation and of the world, and (79) interested in having a good time at college.

For all of the above perceptions, no statistically significant differences were found between home economics majors at BJU and home economics majors at 1862 land grant institutions.

Three statements from this section, however, did imply some significant differences between the two groups. As compared to non-home economics majors, BJU home economics majors view themselves and their peers as more friendly and helpful to other people (62.6 percent), more willing to accept new and unusual ideas (54.9 percent), and less interested in making a lot of money (34.8 percent). Each of these values is significantly different from the responses indicated by the 1862 home economics majors.

On the basis of the above information, as determined by the K-S test, the second null hypothesis of no significant difference in the image projection of students majoring in home economics at Bob Jones University and the image projection of home economics majors at 1862 schools participating in the S-114 Southern Regional study should be accepted.

However, a Chi square test employing a contingency table (Table 10) that enabled a statistical evaluation of the total responses to questions 71-79 was calculated (Appendix D). According to the x^2 value, 52.555 (critical value at the .05 level, 5.99), it can be concluded that there is a significant difference at the .05 level between the overall image projection of BJU home economics majors and image projection of 1862 land grant school home economics majors.

Table 10

Chi Square Contingency Table

	Responses			
	1	2	3	Total
1862				
Observed value	688	7278	1705	9671
Expected value	712	7193	1766	----
Bob Jones University				
Observed value	146	1147	363	1656
Expected value	93	1232	302	----
Total	834	8425	2068	11327

Therefore, the null hypothesis of no difference between the image projection of BJU home economics majors and home economics majors at 1862 institutions in the Southern region, is rejected.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was twofold: (1) to develop a profile of students currently majoring in home economics at Bob Jones University and (2) to compare selected variables of BJU home economics majors to those of home economics majors in 1862 schools participating in the S-114 Southern Regional study.

Data were collected from 200 (81.0 percent) home economics majors at BJU and 1126 (77 percent of a 15 percent cross-section sample) of home economics majors at 1862 land grant institutions using the S-114 Regional Study of Agriculture and Home Economics Students Questionnaire. This instrument was developed initially for the S-114 Southern Regional study and used in its exact form for this investigation. It is divided into seven major categories: background data, parental information, high school data, work experience, college experience, goals, and attitudes. All 247 BJU home economics majors received the questionnaire, cover letter, and, one week later, non-respondents received a follow-up reminder letter (Appendices A and B).

Findings

Profile

According to the profile compiled on the basis of 80 percent of the home economics majors at Bob Jones

University, most are female, white, single, citizens of the United States, and range in age from 17 to 23.

Almost one third of their fathers are employed in professional and technical vocations and 10 percent are in full time religious work. Nearly half of their mothers are full time homemakers; one third are employed full time outside the home. Forty-seven percent of the parents earn a combined income of $20,000 or above. Educational levels are fairly high and nearly equal, although the mothers are slightly more educated than the fathers. A very large majority of respondents and parents were reported to be politically conservative.

The sample was evenly divided as to type of high school; approximately one half graduated from private religious schools. More than half claimed to have maintained a B or above GPA in high school. Although 87 percent indicated that home economics was offered in their high school, only 74 percent took home economics. The high school co-curricular group with the highest percentage of participation was 4-H.

Most home economics majors have never attended another college or university and 55.5 percent have never changed their major. Almost half, 44.5 percent currently maintain a 2.0 or better GPA according to the questionnaire. Parents have been the most influential persons in their

daughter's selection of a major, and the desire to help others was the strongest motivation in that selection. Parents, summer jobs, and savings are the primary sources of financial support for a high proportion of students.

Life Goals and Image Projection Compared

Statistically significant differences were found when the variables desired formal education, expected formal education, and expectations to do graduate work at their present institution were compared between home economics majors at BJU and home economics majors at 1862 schools. The latter group reported significantly higher educational aspirations, significantly higher educational expectations, and significantly higher expectations to remain at their present school for graduate work.

Therefore, the null hypothesis of no significant difference in the life goals of students majoring in home economics at Bob Jones University and the life goals of home economics majors at 1862 land grant institutions participating in the S-114 Southern Regional study, was rejected on the basis of Kolmogorov-Smirnov critical values and Z scores.

The overall consensus of opinion was that most college women are not more concerned with finding a mate than preparing for a career. Nevertheless, BJU sample members

generally indicated that a woman's most fulfilling roles are wife and mother and believe less strongly in the equality of men and women than do 1862 respondents.

Fewer striking differences were apparent in the two groups' attitudes toward current agricultural concerns. Some favorable attitudes were expressed toward agriculture as an industry, although more "undecided" responses were chosen than any other.

The responses to questions concerning attitudes and image projection, 71-79, were analyzed on a combined basis using Chi square which revealed an overall significant difference between the two groups (.05 level of significance). The Kolmogorov-Smirnov statistic test, used to analyze each question individually, showed that three specific attitudes were significantly different (.05 level of significance).

As compared to other college students, BJU home economics majors perceive themselves to be (1) more helpful and friendly to other persons, (2) more willing to accept new and unusual ideas, and (3) less interested in making a lot of money.

Therefore, the null hypothesis, of no significant difference in the image projection of students majoring in home economics at Bob Jones University and the

image projection of home economics majors at 1862 schools participating in the S-114 Southern Regional study, was rejected on the basis of the Chi square value.

Conclusions

A generalization which can be drawn from the profile of BJU home economics majors is that, in many ways, they are typical college students. Their parents are well-educated, conservative, and have average income distributions. The students were fairly active in high school organizations and many have had work experiences in home economics.

Financial support by the parents and the influence they exercise in the subjects' selection of a major suggest strong family ties. The influence of secondary teachers on their students' educational futures should not be ignored or minimized.

Educational goals are relatively low and anticipated incomes realistic. Students report very traditional attitudes concerning the woman's role and are indecisive with respect to environmental issues. Home economics majors have quite favorable impressions of their peers and generally of themselves, and apparently are satisfied with their circumstances.

The comparative analysis revealed that many differences

exist between life goals and image projections of home economics majors at a private Christian university and those at 1862 land grant schools.

The home-oriented philosophy of the home economics department and overall Christian education philosophy at Bob Jones University accounts for many of the attitudinal differences. The most significant difference in goals is the BJU subjects' lower education aspirations and expectations.

Implications

Instructors, advisors, recruitment personnel and administrators can benefit from the information provided by the profile as they guide the educational experiences of home economics majors. The greatest need suggested by the profile and analysis of goal differences is for increased emphasis on the value of graduate school.

The scope of implications for home economics majors in private schools in general is limited due to the relatively small sample from BJU and their unique backgrounds. Therefore, more studies are recommended specifically for the vocational preparation and career development of college women enrolled in private schools. Further investigations perhaps should include cross-comparisons of characteristics.

Home economics education, on both secondary and post-secondary levels is a powerful tool in the directing of women's attitudes, aspirations, and achievements. The more seriously this responsibility and privilege is taken, the more positive the influence.

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APPENDIX A

QUESTIONNAIRE

January 4, 1979

Dear Home Economics Major:

You have been chosen to participate in a descriptive study and regional comparison of university students majoring in home economics. This research project focuses upon background characteristics and factors underlying career choices and future plans.

The success of this study is dependent upon your voluntary cooperation. You do not have to answer any or all of the questions, and in the information you supply will remain anonymous and confidential.

Please read carefully and answer the questions conscientiously. Comments which may clarify your answers are welcomed in the left hand margin of the questionnaire. Please return the completed questionnaire to credenza J in the lobby of the Science building by Friday, January 12.

If you have any questions, please feel free to contact me. Thank you for your cooperation and help in this matter.

Sincerely,

Marcella A. Wyatt

Marcella A. Wyatt
Home Economics Instructor
Bob Jones University

*PLEASE PLACE AN "x" IN ALL BOXES EXCEPT WHERE INDICATED.

ID_____(1-5)

CARD 1 (6)

BACKGROUND DATA

1. Sex: Male ☐ 1 Female: ☐ 2 (7)

2. How do you describe yourself?

American Indian	☐ 1	Other Latin-American origin	☐ 5	(8)
Black or Afro-American or Negro	☐ 2	Oriental or Asian-American	☐ 6	
Mexican-American or Chicano	☐ 3	White or Anglo-American	☐ 7	
Puerto Rican	☐ 4	Other (specify) _____	☐ 8	

3. Age:_____years at last birthday (9-10)

4. Country of citizenship: U.S.A. ☐ 1
Other (specify) _____ ☐ 2 (11)

5. Home State:_____ (12-13)

6. Name of university presently attending:_____ (14-15)

7. Major(s) or concentration(s):_____ (16-17)

_____ (18-19)

8. College classification: (20)

Freshman	☐ 1	Senior	☐ 4
Sophomore	☐ 2	Graduate student	☐ 5
Junior	☐ 3	Other	☐ 6

9. Marital Status: (21)

Single	☐ 1	Divorced	☐ 4
Married	☐ 2	Widowed	☐ 5
Separated	☐ 3		

10a. Please indicate the kind of place you have lived most of your life (or for the longest period in your life): (22)

A large metropolitan city (over 500,000 in population)	☐ 6
A medium-sized city (50,000 to 500,000 in population)	☐ 5
A smaller city (10,000 to 50,000 in population)	☐ 4
A town or village (under 10,000 in population)	☐ 3
In the country, outside of a city or village	☐ 2
In the country and on a farm or ranch, outside of a city or village	☐ 1

b. If you lived longest in a place which had less than 50,000 in population, how far was it from a large or medium-sized city? _____miles. (23-24)

PARENTAL INFORMATION

11. Please indicate the kind of place in which your parents were raised. (25)(26)

	Father	Mother
A large metropolitan city (over 500,000 in population)	☐ 6	☐ 6
A medium-sized city (50,000 to 500,000 in population)	☐ 5	☐ 5
A smaller city (10,000 to 50,000 in population)	☐ 4	☐ 4
A town or village (under 10,000 in population)	☐ 3	☐ 3
In the country, outside of a city or village	☐ 2	☐ 2
In the country and on a farm or ranch, outside of a city or village.	☐ 1	☐ 1

12a. Are your parents presently living on a farm or ranch? (27)

- Yes, one they own ☐ 1
- Yes, one they lease or rent ☐ 2
- Yes, one they tenant-farm ☐ 3
- No, but they own, rent, or lease one ☐ 4
- No ☐ 5

b. If your parents own, lease, rent, or tenant-farm a farm or ranch, approximately what part of their total income is from agricultural production? (28)

- Primary source of income (over 1/2) ☐ 1
- Secondary source of income (less than 1/2) ☐ 2
- Just live there but get no income ☐ 3

13a. What is your father's current occupation? Be specific and detailed. If disabled, retired, or deceased, please indicate what his occupation was most of his life. If farmer or rancher indicate his major agricultural product, how many acres he owns, and how many acres he operates. (29-38)

_____

_____

_____

b. Is his current employment status: (39)

Full-time	☐ 1	Disabled	☐ 5
Part-time	☐ 2	Retired	☐ 6
Self-employed	☐ 3	Deceased	☐ 7
Unemployed	☐ 4		

16.a. What is your mother's current occupation? Be specific and detailed. If disabled, retired, or deceased, please indicate what her occupation was most of her life. If farmer or rancher, indicate her major agricultural product, how many acres she owns, and how many acres she operates. If housewife, so indicate. (40-49)

_____

b. Is her current employment status: (50)

Housewife	☐ 1	Unemployed	☐ 5
Full-time	☐ 2	Disabled	☐ 6
Part-time	☐ 3	Retired	☐ 7
Self-employed	☐ 4	Deceased	☐ 8

17. Approximately what is your parents' average yearly income? (51)

Less than $5000	☐ 1	25,000 to 49,999	☐ 6
5,000 to 9,999	☐ 2	50,000 to 74,999	☐ 7
10,000 to 14,999	☐ 3	75,000 to 99,999	☐ 8
15,000 to 19,999	☐ 4	Over 100,000	☐ 9
20,000 to 24,999	☐ 5		

18. What is the highest school level completed by your parents? (52)(53)

	Father	Mother
Less than 9th grade	☐ 1	☐ 1
Some high school but didn't graduate	☐ 2	☐ 2
Vocational training but didn't graduate from high school	☐ 3	☐ 3
Graduated from high school or high school equivalent (e.g., GED)	☐ 4	☐ 4
Vocational training after high school graduation	☐ 5	☐ 5
Some college but didn't graduate (including junior college)	☐ 6	☐ 6
College graduate (bachelors degree)	☐ 7	☐ 7
Graduate work (beyond bachelors degree)	☐ 8	☐ 8
Don't know	☐ 9	☐ 9

19. What is your own political preference and that of your parents:

	Conservative	Somewhat Conservative	Moderate	Somewhat Liberal	Liberal	Don't Know	
	1	2	3	4	5	9	
Yourself	☐	☐	☐	☐	☐	☐	(54)
Father	☐	☐	☐	☐	☐	☐	(55)
Mother	☐	☐	☐	☐	☐	☐	(56)

20. How many older brothers [___] and sisters [___] do you have? (57)(58)

21. How many younger brothers [___] and sisters [___] do you have? (59)(60)

(4)

HIGH SCHOOL DATA

22. From what type of high school did you graduate? (61)

- Public ☐ 1
- Private (religious) ☐ 2
- Private (non-religious) ☐ 3
- Other (e.g., G.E.D., etc.) ☐ 4

23. How many students were in your graduating class in high school? (62)

Less than 25	☐ 1	150 to 199	☐ 6
25 to 49	☐ 2	200 to 399	☐ 7
50 to 74	☐ 3	400 to 599	☐ 8
75 to 99	☐ 4	600 or more	☐ 9
100 to 149	☐ 5		

24. Which of the following is closest to your overall high school grade point average? (63)

A ☐ 4 B ☐ 3 C ☐ 2 D ☐ 1 F ☐ 0

25.a. Were agriculture courses offered in your high school (64)

Yes ☐ 1 No ☐ 2 Don't know ☐ 3

b. Did you take any agriculture courses in high school? (65)

Yes ☐ 1 No ☐ 2

26.a. Were home economics courses offered in your high school? (66)

Yes ☐ 1 No ☐ 2 Don't know ☐ 3

b. Did you take any home economics courses in high school? (67)

Yes ☐ 1 No ☐ 2

27.a. Did one course in high school, more than any other course, influence your decision to choose an agricultural or home economics major in college? (68)

Yes ☐ 1 No ☐ 2

b. If "yes", was this course in: (69)

Agriculture	☐ 1	Physical science	☐ 4
Home economics	☐ 2	Other (specify) _____	☐ 5
Biological science	☐ 3		

(5)

ID _____ (1-5)

CARD 2 (6)

28. While enrolled in high school, did you participate in any of the following type of activities?

	Participated as a leader or officer 3	Participated 2	Did not participate 1	
Athletic teams, letterman's club	☐	☐	☐	(7)
Intramurals, sports club	☐	☐	☐	(8)
Cheerleaders, pep club, drill team	☐	☐	☐	(9)
Debating, drama, band, chorus	☐	☐	☐	(10)
Hobby clubs such as photography, model building, hot rod, electronics, crafts	☐	☐	☐	(11)
Honorary clubs such as Beta Club or National Honor Society	☐	☐	☐	(12)
School newspaper, magazine, yearbook annual	☐	☐	☐	(13)
School subject matter clubs such as science, history, language, business, art	☐	☐	☐	(14)
Student council, student government political club	☐	☐	☐	(15)
4-H	☐	☐	☐	(16)
FFA	☐	☐	☐	(17)
FHA	☐	☐	☐	(18)
Other vocational clubs such as Future Teachers, DECA, OEA, FBEA, HERO, or VICA	☐	☐	☐	(19)

WORK EXPERIENCES

29. Please indicate the kinds of work experiences you have had by giving a response for each work experience.

	Yes 1	No 2	
Farm or ranch work on home farm	☐	☐	(20)
Farm or ranch work elsewhere as a hired employee	☐	☐	(21)
Other agriculture-related work	☐	☐	(22)
Home economics-related work as a hired employee	☐	☐	(23)
Other work experiences	☐	☐	(24)

(6)

COLLEGE EXPERIENCE

30. Did you attend another university or college before you entered your present university? (25)

No	☐ 1
Yes, a 2-year college	☐ 2
Yes, a 4-year college	☐ 3
Other (specify)_____	☐ 4

31. How influential have each of the following people been in helping you to choose your college major?

	Very Influential 3	Some Influence 2	No Influence 1	
Mother	☐	☐	☐	(26)
Father	☐	☐	☐	(27)
Brother	☐	☐	☐	(28)
Sister	☐	☐	☐	(29)
Other relative	☐	☐	☐	(30)
High school friend	☐	☐	☐	(31)
High school counselor	☐	☐	☐	(32)
County extension agent	☐	☐	☐	(33)
Voc. ag. teacher	☐	☐	☐	(34)
Home economics teacher	☐	☐	☐	(35)
Other teacher or principal	☐	☐	☐	(36)
College friend	☐	☐	☐	(37)
College teacher or advisor	☐	☐	☐	(38)
Former student	☐	☐	☐	(39)
Dean or Associate Dean of Ag. or Home Economics	☐	☐	☐	(40)
Veterinarian	☐	☐	☐	(41)
Clergyman	☐	☐	☐	(42)

32. a. What is your overall college GPA? (for example, 2.4) _____ (43-44)

If first semester student, please indicate here ☐

b. How is your GPA computed? 3 pt. scale ☐ 4 pt. scale ☐ (45)

33. a. Since first enrolling in college, have you ever changed your major or concentration? Yes ☐ 1 No ☐ 2 (46)

b. If "yes", was your most recent previous major or concentration also in agriculture or home economics? (47)

Yes ☐ 1 No ☐ 2

34. Please indicate how important the following things were in choosing your present major.

	Very Important 3	Some Importance 2	No Importance 1	
Scholarships and/or financial assistance	☐	☐	☐	(48)
To prepare for a career	☐	☐	☐	(49)
To help others	☐	☐	☐	(50)
A preference of country life to city life	☐	☐	☐	(51)
Successful prior experiences in agri.	☐	☐	☐	(52)
Successful prior experiences in home economics	☐	☐	☐	(53)
My friends were in this major	☐	☐	☐	(54)
My family thought this would be best	☐	☐	☐	(55)
High school teacher or counselor suggested it	☐	☐	☐	(56)
College teacher or advisor suggested it	☐	☐	☐	(57)
Had a course related to this in high school	☐	☐	☐	(58)
Had a course related to this in college	☐	☐	☐	(59)
Chance to make better grades	☐	☐	☐	(60)
It would insure a good income	☐	☐	☐	(61)
Other (please specify)_____	☐	☐	☐	(62)

35. Please indicate to which of the following agricultural or home economics organizations you belong and if you were a leader or officer in those organizations.

	Memberships		Leader or Officer		
	Yes 1	No 2	Yes 1	No 2	
Departmental Clubs	☐	☐	☐	☐	(63)(64)
Judging teams	☐	☐	☐	☐	(65)(66)
Honors fraternities/sororities	☐	☐	☐	☐	(67)(68)
College 4-H/FFA/FHA	☐	☐	☐	☐	(69)(70)
Student agriculture or home economics council	☐	☐	☐	☐	(71)(72)
Social fraternities/sororities	☐	☐	☐	☐	(73)(74)
Professional societies/associations	☐	☐	☐	☐	(75)(76)

ID_____ (1-5)

CARD 3 (6)

36. Please indicate which of the following sources have contributed to the cost of your college education, including living expenses.

	Yes 1	No 2	
Scholarships	☐	☐	(7)
Student loans or grants	☐	☐	(8)
Own savings	☐	☐	(9)
Part-time work while at college	☐	☐	(10)
Parents	☐	☐	(11)
Veterans benefits	☐	☐	(12)
Spouse	☐	☐	(13)
Other relative or friends	☐	☐	(14)
Summer jobs	☐	☐	(15)
Other (specify) _____	☐	☐	(16)

COALS

37. If you could have as much formal education as desired, which one of the following would you do? (17)

- Quit school before bachelors degree ☐ 1
- Go to a vocational training school or business school ☐ 2
- Complete work for a bachelors degree ☐ 3
- Complete a program for a masters degree ☐ 4
- Complete a program for a professional degree (vet., law, etc.) ☐ 5
- Complete a program for a doctoral degree ☐ 6

38. Which one of the following do you think you really will do about your formal education? (18)

- Quit school before bachelors degree ☐ 1
- Go to a vocational training school or business school ☐ 2
- Complete work for a bachelors degree ☐ 3
- Complete a program for a masters degree ☐ 4
- Complete a program for a professional degree (vet., law, etc.) ☐ 5
- Complete a program for a doctoral degree ☐ 6

39. If you expect to do graduate work after you have your bachelors degree, please answer the following:

a. Do you expect to remain in an agricultural or home economics related concentration? Yes ☐ 1 No ☐ 2 (19)

b. Do you expect to remain at your present university? Yes ☐ 1 No ☐ 2 (20)

40. If you were completely free to choose any job, what would you desire most as a lifetime job? Please give the exact job. _____ (21-30)

_____

41. Sometimes we are not always able to do what we want most. What kind of job do you really expect to have most of your life? Please give the exact job. _____ (31-40)

_____

42. Do you think you might eventually own a farm or ranch? (41)

- Yes, own alone ☐ 3
- Yes, own with others ☐ 2
- No ☐ 1

43. Do you expect to inherit a farm or ranch someday? (42)

- Yes, definitely expect to ☐ 4
- Some possibility of it ☐ 3
- No, definitely won't ☐ 2
- Already inherited one (or spouse did) ☐ 1

44. What do you anticipate your income will be in your first full-time job after completing your formal education? (43)

Less than $5,000	☐ 1	12,500 to 14,999	☐ 5
5,000 to 7,499	☐ 2	15,000 to 17,499	☐ 6
7,500 to 9,999	☐ 3	17,500 to 19,999	☐ 7
10,000 to 12,499	☐ 4	20,000 or above	☐ 8

45. We are interested in the kind of community you would prefer to live in once you complete your education. If you could live in any size community you wanted, which <u>one</u> of the following would you like <u>best</u>? (44)

- A large metropolitan city (over 500,000 in population) ☐ 6
- A medium-sized city (50,000 to 500,000 in population) ☐ 5
- A smaller city (10,000 to 50,000 in population) ☐ 4
- A town or village (under 10,000 in population) ☐ 3
- In the country, outside a city or village ☐ 2
- In the country and on a farm or ranch, outside of a city or village ☐ 1

46. If you chose a place of less than 50,000 in population, how far would it be from a large or medium-sized city? (45)

- Within 30 miles ☐ 1
- Farther away than 30 miles ☐ 2
- Doesn't matter ☐ 3

(10)

ATTITUDES

Beside each of the statements listed below, please indicate whether you strongly agree, agree, disagree, strongly disagree, or are undecided.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	
47. Women in college are more concerned with getting a husband than with preparing for a career.	☐	☐	☐	☐	☐	(46)
48. The husband and wife should be equal partners in the marriage.	☐	☐	☐	☐	☐	(47)
49. It is alright for a woman to work but her real fulfillment in life comes with motherhood.	☐	☐	☐	☐	☐	(48)
50. A woman who does the same work as a man should receive the same pay.	☐	☐	☐	☐	☐	(49)
51. I would feel uncomfortable if my supervisor at work were a woman.	☐	☐	☐	☐	☐	(50)
52. Women are capable of performing as well as men at work outside the home.	☐	☐	☐	☐	☐	(51)
53. It's alright for women to work full-time even though their children are in school.	☐	☐	☐	☐	☐	(52)
54. Most agricultural occupations are unsuited to women.	☐	☐	☐	☐	☐	(53)
55. Women should work full-time only before they have children.	☐	☐	☐	☐	☐	(54)
56. The government should be able to force farmers to adopt soil conservation practices if they have erosion problems.	☐	☐	☐	☐	☐	(55)
57. Greater regulation is needed on the use of chemicals in agriculture.	☐	☐	☐	☐	☐	(56)
58. Economic progress that results in the destruction of places of natural beauty needs to be stopped.	☐	☐	☐	☐	☐	(57)
59. Strip mining coal to provide energy for our country is more important than keeping the countryside in its natural condition.	☐	☐	☐	☐	☐	(58)
60. There are good career opportunities in agriculture.	☐	☐	☐	☐	☐	(59)
61. Most work in agriculture can be done by people with little education.	☐	☐	☐	☐	☐	(60)
62. Agriculture is a declining industry.	☐	☐	☐	☐	☐	(61)

(11)

FOR AGRICULTURE STUDENTS ONLY

Beside each of the statements listed below, please indicate how you would rate agriculture students compared to non-agriculture students.

Agriculture students are:	More than non-ag. students 3	Same as non-ag. students 2	Less than non-ag. students 1	
a. Sure of what they want to do in life.	☐	☐	☐	(62)
b. Interested in competing for high grades.	☐	☐	☐	(63)
c. Interested in classical music and good literature.	☐	☐	☐	(64)
d. Friendly and helpful to other people.	☐	☐	☐	(65)
e. Willing to accept new and unusual ideas.	☐	☐	☐	(66)
f. Interested in making a lot of money.	☐	☐	☐	(67)
g. Tolerant of people who come from a different background.	☐	☐	☐	(68)
h. Seriously concerned about the state of the nation and of the world.	☐	☐	☐	(69)
i. Interested in having a good time at college.	☐	☐	☐	(70)

FOR HOME ECONOMICS STUDENTS ONLY

Beside each of the statements listed below, please indicate how you would rate home economics students compared to non-home economics students.

Home Economics students are:	More than non-home ec. students 3	Same as non-home ec. students 2	Less than non-home ec. students 1	
a. Sure of what they want to do in life.	☐	☐	☐	(71)
b. Interested in competing for high grades.	☐	☐	☐	(72)
c. Interested in classical music and good literature.	☐	☐	☐	(73)
d. Friendly and helpful to other people.	☐	☐	☐	(74)
e. Willing to accept new and unusual ideas.	☐	☐	☐	(75)
f. Interested in making a lot of money	☐	☐	☐	(76)
g. Tolerant of people who come from a different background.	☐	☐	☐	(77)
h. Seriously concerned about the state of the nation and of the world.	☐	☐	☐	(78)
i. Interested in having a good time at college.	☐	☐	☐	(79)

APPENDIX B

FOLLOW UP LETTER

January 13, 1979

Dear Home Economics Major:

Last week 250 questionnaires for a research project studying home economics students were sent to Bob Jones University home economics majors. To date, 160 have been returned. If you have not yet taken the few minutes necessary to answer the questionnaire, please do so today and drop it in credenza J in the Science Building. Thank you.

Sincerely yours,

Marcella Wyatt

Marcella A. Wyatt
Home Economics Instructor
Bob Jones University

APPENDIX C

COMPLETE PROFILE OF BJU HOME ECONOMICS MAJORS USING ADJUSTED PERCENTAGES

Profile of Home Economics Majors

at Bob Jones University 1978-1979

N = 200

Background Data	N	Percent
1. Sex		
Male	---	----
Female	198	99.4
No response	2	.5
2. How do you describe yourself?		
Black, Afro-American or Negro	1	.5
Oriental or Asian-American	4	2.0
White or Anglo-American	194	97.4
No response	1	.5
3. Age		
Seventeen or younger	3	1.5
Eighteen	31	15.5
Nineteen	45	22.6
Twenty	50	25.1
Twenty-one	48	24.1
Twenty-two	17	8.5
Twenty-three	5	2.5
No response	1	.5
4. Country of citizenship		
U.S.A.	194	97.0
Other	6	3.0
5. Home state		
South Carolina	19	9.6
Michigan	17	8.6
Ohio	16	8.0
Virginia	15	7.5
Georgia	15	7.5
Florida	10	5.0
North Carolina	10	5.0
Indiana	9	4.5
Illinois	8	4.0

Background Data (continued)	N	Percent
Pennsylvania	8	4.0
Colorado	7	3.5
New Jersey	7	3.5
Iowa	6	3.0
Kansas	5	2.5
Wisconsin	5	2.5
Alabama	4	2.0
Minnesota	4	2.0
California	4	2.0
West Virginia	3	1.5
Canada	2	1.0
Massachusetts	2	1.0
Maryland	2	1.0
Maine	2	1.0
Mississippi	2	1.0
Missouri	2	1.0
Tennessee	2	1.0
Texas	2	1.0
Washington	2	1.0
Alaska	1	.5
Arkansas	1	.5
Connecticut	1	.5
Delaware	1	.5
Kentucky	1	.5
Nebraska	1	.5
New York	1	.5
Utah	1	.5
No response	2	1.0
7A. Major or concentration		
Home economics	132	67.5
Home economics education	63	31.9
No response	4	2.0
7B. Minor		
Composite science	15	34.9
English	16	37.2
Psychology	4	9.3
Undeclared	2	4.6
History	1	2.3
No response	162	----

Background Data (continued)	N	Percent
8. College classification		
Freshman	44	22.1
Sophomore	43	21.6
Junior	51	25.6
Senior	56	28.1
Graduate student	---	----
Other	3	1.5
No response	3	----
9. Marital status		
Single	182	92.8
Married	12	6.1
Separated	---	----
Divorced	1	.5
Widowed	1	.5
No response	4	----
10A. Residence for most of life		
Country, farm or ranch	21	10.9
Country, outside of city	24	12.5
Town or village (less than 10,000)	19	9.9
Small city (10,000 to 50,000)	49	25.5
Medium-sized city (50,000 to 500,000)	47	24.4
Large metropolitan city (more than 500,000)	31	16.1
No response	9	----
10B. If residence for most of life was in a place less than 50,000, how far was it from a large or medium-sized city?		
Two to ten miles	31	29.0
Eleven to twenty	30	28.0
Twenty-one to forty	25	23.4
Forty-one to sixty	13	12.1
Sixty-one to eighty	3	2.8
More than eighty	5	4.7
No response (not applicable)	93	----

Parental Information	N	Percent
11A. Place father was reared		
Country, farm or ranch	54	27.7
Country, outside of city	22	11.3
Town or village (less than 10,000)	29	14.9
Small city (10,000 to 50,000)	32	16.4
Medium-sized city (50,000 to 500,000)	32	16.4
Large metropolitan city (more than 500,000)	26	13.3
No response	5	----
11B. Place mother was reared		
Country, farm or ranch	47	24.6
Country, outside of city	24	12.6
Town or village (less than 10,000)	36	18.8
Small city (10,000 to 50,000)	29	15.1
Medium-sized city (50,000 to 500,000)	36	18.8
Large metropolitan city (more than 500,000)	19	9.9
No response	9	----
12A. Are your parents presently living on a farm or ranch?		
Yes, they own one	25	12.7
Yes, they lease or rent	5	2.5
Yes, they tenant-farm	1	.5
No, but they own, rent, or lease one	8	4.0
No	155	79.1
No response	4	----

Parental Information (continued)	N	Percent
12B. If your parents own, lease, rent, or tenant-farm a farm or ranch, approximately what part of their total income if from agricultural production?		
Over one half	5	12.2
Less than one half	20	48.8
None	10	24.3
No response (not applicable)	165	----
13A. Father's current occupation		
Accountants	2	1.0
Computer programmers	2	1.0
Computer specialists, n.e.c.	2	1.0
Chemical engineers	5	2.5
Electrical engineers	1	.5
Industrial engineers	1	.5
Mechanical engineers	1	.5
Engineers, n.e.c.	1	.5
Farm management advisors	1	.5
Chemists	1	.5
Operations and systems researchers and analysts	3	1.5
Physicians, medical	2	1.0
Veterinarians	1	.5
Health technologists, n.e.c.	1	.5
Clergymen	15	7.5
Religious workers, n.e.c.	5	2.5
Political scientists	1	.5
Teachers, college and university	1	.5
Teachers, secondary	3	1.5
Draftsmen	3	1.5
Electrical technicians	2	1.0
Surveyors	1	.5
Airplane pilots	1	.5
Editors and reporters	1	.5
Public relations men	1	.5
Writers, artists, and entertainers, n.e.c.	1	.5
Research workers, not specified	1	.5
Assessors, controllers, and treasurers; local public	2	1.0

n.e.c. = not elsewhere classified

Parental Information (continued)	N	Percent
Buyers and shippers, farm products	1	.5
Buyers, wholesale and retail trade	1	.5
Inspectors, except construction, public administra.	1	.5
Managers and superintendents, building	6	3.0
Office managers, n.e.c.	1	.5
Officials and administrators; public administration	1	.5
Railroad conductors	1	.5
Sales managers, retail	5	2.5
Sales managers, except retail	1	.5
School administrators, college	2	1.0
School administrators, secondary and elementary	2	1.0
Managers and administrators, n.e.c.	21	10.5
Advertising agents	2	1.0
Insurance agents and brokers	7	3.5
Real estate agents, brokers	7	3.5
Salesmen and sales clerks, n.e.c.	1	.5
Sales representatives, wholesale trade	1	.5
Cashiers	1	.5
Mail carriers, post office	2	1.0
Meter readers, utilities	1	.5
Postal clerks	1	.5
Real estate apraisers	1	.5
Brickmasons and stonemasons	1	.5
Carpenters	3	1.5
Electricians	3	1.5
Foremen, n.e.c.	1	.5
Machinists	2	1.0
Aircraft mechanics	2	1.0
Automobile mechanics	3	1.5
Data processing machine repairmen	1	.5
Heavy equipment mechanics	1	.5
Radio and television repairmen	2	1.0

Parental Information (continued)	N	Percent
Railroad and car shop mechanics	1	.5
Miscellaneous mechanics	2	1.0
Not specified mechanics	2	1.0
Plumbers and pipe fitters	5	2.5
Structural metal craftsmen	2	1.0
Tool and die makers	2	1.0
Craftsmen, n.e.c.	1	.5
Former member of the Armed Forces	2	1.0
Dry wall installers, lathers	1	.5
Garage workers and gas station attendants	1	.5
Laundry and dry cleaning operatives, n.e.c.	1	.5
Mine operatives, n.e.c.	1	.5
Textile operatives, n.e.c.	1	.5
Welders and flame-cutters	1	.5
Not specified operatives	1	.5
Delivery and routemen	1	.5
Truck drivers	1	.5
Freight and material handlers	1	.5
Miscellaneous laborers	1	.5
Not specified laborers	2	1.0
Farmers, owners and tenants	8	4.0
Farm managers	1	.5
Janitors and sextons	1	.5
Firemen	1	.5
No response	11	---
13B. Father's current employment status		
Full-time	156	80.0
Part-time	1	.5
Self-employed	23	11.8
Unemployed	2	1.0
Disabled	2	1.0
Retired	7	3.6
Deceased	4	2.0
No response	5	----

Parental Information (continued)	N	Percent
16A. Mother's current occupation		
Dietitians	1	.5
Registered nurses	12	6.0
Dental hygienists	1	.5
Health technogolists and technicians, n.e.c.	1	.5
Religious workers, n.e.c.	3	1.5
Teachers, college and university	1	.5
Teachers, elementary	6	3.0
Teachers, prekindergarten and kindergarten	1	.5
Teachers, n.e.c.	1	.5
Electrical technicians	1	.5
Assessors, controllers, and treasurers; local public	1	.5
Sales managers, retail	3	1.5
Managers and administrators, n.e.c.	3	1.5
Advertising agents and salesmen	1	.5
Real estate agents, brokers	3	1.5
Salesmen and sales clerks, n.e.c.	2	1.0
Sales clerks, retail trade	4	2.0
Salesmen, retail trade	4	2.0
Bank tellers	2	1.0
Bookkeeppers	6	3.0
File clerks	1	.5
Library attendants, assts.	1	.5
Postal clerks	1	.5
Receptionists	1	.5
Secretaries, n.e.c.	13	6.5
Typists	1	.5
Miscellaneous clerical workers	1	.5
Not specified clerical workers	4	2.0
Pressmen and plate printers	1	.5
Tailors	2	1.0
Sewers and stitchers	3	1.5
Bus drivers	1	.5
Not specified laborers	1	.5

Parental Information (continued)	N	Percent
Nursing aides, orderlies	2	1.0
Practical nurses	1	.5
Child care workers, except private household	1	.5
Child care workers, private household	3	1.5
Housekeepers, private household	1	.5
Student	2	1.0
Homemaker	98	49.2
No response	4	----
16B. Mother's current employment status		
Homemaker	100	50.2
Full-time	59	29.6
Part-time	24	12.0
Self-employed	10	5.0
Unemployed	3	1.5
Disabled	---	----
Retired	---	----
Deceased	3	1.5
No response	1	----
17. Parents' average annual income		
Less than $5000	5	3.4
5,000 to 9,999	10	6.8
10,000 to 14,999	31	21.0
15,000 to 19,999	32	21.8
20,000 to 24,999	27	18.4
25,000 to 49,999	36	24.5
50,000 to 74,999	5	3.4
75,000 to 99,999	1	.7
Over 100,000	---	----
No response	53	----
18A. Highest school level completed by father		
Less than 9th grade	9	4.6
Some high school but did not graduate	13	6.6
Vocational training, no high school diploma	2	1.0

Parental Information (continued)	N	Percent
Graduated from high school or equivalent	49	25.0
Vocational training with high school diploma	19	9.7
Some college but did not graduate	31	15.8
College graduate	41	20.9
Graduate work	30	15.3
Do not know	2	1.0
No response	4	----

188. Highest school level completed by mother

Less than 9th grade	10	5.1
Some high school but did not graduate	11	5.6
Vocational training, no high school diploma	2	1.0
Graduated from high school or equivalent	73	37.4
Vocational training with high school diploma	18	9.2
Some college but did not graduate	32	16.4
College graduate	41	21.0
Graduate work	7	3.6
Do not know	1	.5
No response	5	----

19A. Political preferences of yourself

Conservative	141	74.6
Somewhat conservative	31	16.4
Moderate	2	1.0
Somewhat liberal	---	----
Liberal	---	----
Do not know	15	7.9
No response	11	----

Parental Information (continued)	N	Percent
19B. Political preferences of father		
Conservative	134	71.3
Somewhat conservative	27	14.4
Moderate	7	3.7
Somewhat liberal	3	1.6
Liberal	---	----
Do not know	17	9.0
No response	12	----
19C. Political preferences of mother		
Conservative	135	71.8
Somewhat conservative	25	13.3
Moderate	6	3.1
Somewhat liberal	3	1.6
Liberal	---	----
Do not know	19	10.1
No response	12	----
20A. Number of older brothers		
None	107	56.6
One	54	28.6
Two	17	9.0
Three	9	4.8
Four	2	1.0
No response	11	----
20B. Number of older sisters		
None	114	60.3
One	51	27.0
Two	23	12.2
Three	1	.5
No response	11	----
21A. Number of younger brothers		
None	90	46.9
One	65	33.8
Two	25	13.0
Three	11	5.7
Four	1	.5
No response	8	----

Parental Information (continued)	N	Percent
218. Number of younger sisters		
None	96	49.7
One	61	31.6
Two	29	15.0
Three	6	3.1
Four	1	.5
No response	7	----

High School Data	N	Percent
22. From what type of high school did you graduate?		
Public	93	46.7
Private, religious	100	50.2
Private, nonreligious	2	1.0
Other	2	1.0
No response	3	----
23. Size of graduating class		
Less than 25	42	21.2
26 to 49	28	14.1
50 to 74	11	5.5
75 to 99	10	5.0
100 to 149	36	18.2
150 to 199	19	9.5
200 to 399	33	16.7
400 to 599	13	6.6
600 or more	6	3.0
No response	2	----
24. Overall high school grade point average		
A	55	28.1
B	113	57.6
C	28	14.3
D	---	----
F	---	----
No response	2	----

High School Data (continued)	N	Percent
25A. Were agriculture courses offered in your high school?		
Yes	54	27.0
No	116	58.0
Do not know	30	15.0
25B. Did you take any agriculture courses?		
Yes	2	1.0
No	197	99.0
No response	1	----
26A. Were home economics courses offered in your high school?		
Yes	174	87.0
No	25	12.5
Do not know	1	.5
26B. Did you take any home economics?		
Yes	148	74.4
No	51	25.6
No response	1	----
27A. Did one course in high school, more than any other course, influence your decision to choose a home economics major in college?		
Yes	76	38.4
No	122	61.6
No response	2	----
27B. If yes, was this course in:		
Agriculture	---	----
Home economics	69	92.0
Biological science	1	1.3
Physical science	1	1.3
Other	4	5.3
No response (not applicable)	125	----

High School Data (continued)	N	Percent
28. While enrolled in high school, did you participate in any of the following type activities?		
A. Athletic teams, letterman's club		
Leader or officer	14	7.5
Participated	56	31.3
Did not participate	116	62.0
No response	14	----
B. Intramurals, sports club		
Leader or officer	12	6.7
Participated	56	31.3
Did not participate	111	62.0
No response	21	----
C. Cheerleaders, pepclub, drill team		
Leader or officer	31	16.6
Participated	54	28.9
Did not participate	102	54.5
No response	13	----
D. Debating, drama, band, chorus		
Leader or officer	23	12.2
Participated	109	57.7
Did not participate	57	30.1
No response	11	----
E. Hobby clubs		
Leader or officer	2	1.1
Participated	31	17.4
Did not participate	145	81.5
No response	22	----
F. Honorary clubs		
Leader or officer	18	9.6
Participated	66	35.3
Did not participate	103	55.0
No response	13	----

High School Data (continued)	N	Percent
G. School newspaper, magazine, yearbook, annual		
Leader or officer	34	18.0
Participated	55	29.2
Did not participate	99	52.7
No response	12	----
H. School subject matter clubs		
Leader or officer	11	5.9
Participated	60	32.4
Did not participate	114	61.6
No response	15	----
I. Student council, student government political club		
Leader or officer	36	19.1
Participated	29	15.4
Did not participate	123	65.4
No response	12	----
J. 4-H		
Leader or officer	17	9.3
Participated	23	12.7
Did not participate	141	77.9
No response	19	----
K. FFA		
Leader or officer	1	.5
Participated	2	1.1
Did not participate	172	98.2
No response	25	
L. FHA		
Leader or officer	11	6.1
Participated	19	10.6
Did not participate	149	83.2
No response	21	----

High School Data (continued)	N	Percent
M. Other vocational clubs		
Leader or officer	6	3.4
Participated	17	5.7
Did not participate	152	86.8
No response	25	----

Work Experiences	N	Percent
A. Farm or ranch work on home farm		
Yes	40	21.7
No	144	78.3
No response	16	----
B. Farm or ranch work elsewhere		
Yes	12	6.6
No	170	93.4
No response	18	----
C. Other agriculture related work		
Yes	21	11.6
No	159	87.8
No response	20	----
D. Home economics related work as a hired employee		
Yes	89	46.3
No	103	53.6
No response	8	----
E. Other work experiences		
Yes	162	86.2
No	26	13.8
No response	12	----

College Experiences	N	Percent
30. Did you attend another college or university before you entered Bob Jones University?		
No	178	89.4
Yes, a 2-year college	2	1.0
Yes, a 4-year college	15	7.5
Yes, other	4	2.0
31. How influential have each of the following people been in helping you to choose your college major?		
A. Mother		
Very influential	64	32.3
Some influence	98	49.4
No influence	36	18.1
No response	2	----
B. Father		
Very influential	29	14.6
Some influence	85	42.7
No influence	85	42.7
No response	1	----
C. Brother		
Very influential	4	2.1
Some influence	21	11.2
No influence	162	86.6
No response	13	----
D. Sister		
Very influential	13	6.7
Some influence	41	21.1
No influence	140	72.2
No response	6	----
E. Other relative		
Very influential	8	4.0
Some influence	46	23.2
No influence	144	72.7
No response	2	----

College Experiences (continued)	N	Percent
F. High school friend		
Very influential	13	6.6
Some influence	42	21.3
No influence	142	72.0
No response	3	----
G. High school counselor		
Very influential	8	4.0
Some influence	36	18.3
No influence	153	77.7
No response	3	----
H. County extension agent		
Very influential	3	1.5
Some influence	10	5.1
No influence	183	93.4
No response	4	----
I. Vocational agriculture teacher		
Very influential	1	.5
Some influence	7	3.6
No influence	183	95.8
No response	9	----
J. Home economics teacher		
Very influential	49	24.9
Some influence	52	26.4
No influence	96	48.7
No response	3	----
K. Other teacher or principal		
Very influential	12	6.2
Some influence	30	15.5
No influence	152	78.3
No response	6	----

College Experiences (continued)	N	Percent
L. College friend		
Very influential	32	16.4
Some influence	55	28.2
No influence	108	55.3
No response	5	----
M. College teacher or advisor		
Very influential	11	5.6
Some influence	37	18.9
No influence	148	75.5
No response	4	----
N. Former student		
Very influential	14	7.2
Some influence	38	19.5
No influence	143	73.3
No response	5	----
O. Dean or Associate Dean of Home Economics		
Very influential	3	1.5
Some influence	5	2.6
No influence	186	95.4
No response	6	----
P. Veterinarian		
Very influential	1	.5
Some influence	---	----
No influence	194	99.5
No response	5	----
Q. Clergyman		
Very influential	4	2.0
Some influence	25	12.7
No influence	167	84.8
No response	4	----

College Experiences (continued)	N	Percent
32. What is your overall college GPA? (3 point scale)		
1.5 or below	41	28.5
1.6 to 2.0	63	43.8
2.1 to 2.5	29	20.1
2.6 to 3.0	11	7.7
No response	56	----
33A. Since first enrolling in college, have you ever changed your major?		
Yes	88	44.0
No	111	55.5
No response	1	----
33B. If yes, was your most recent previous major also in home economics?		
Yes	32	34.8
No	58	63.0
No response (not applicable)	110	----
34. How important were the following things in choosing your present major?		
A. Scholarships and/or financial assistance		
Very important	7	3.5
Some importance	14	7.1
No importance	176	89.3
No response	3	----
B. To prepare for a career		
Very important	100	50.2
Some importance	80	40.2
No importance	19	9.5
No response	1	----
C. To help others		
Very important	107	53.8
Some importance	82	41.2
No importance	10	5.0
No response	1	----

College Experiences (continued)	N	Percent
D. A preference of country life to city life		
Very important	19	9.6
Some importance	25	12.6
No importance	154	77.8
No response	2	----
E. Successful prior experiences in agriculture		
Very important	5	2.6
Some importance	12	6.2
No importance	175	91.1
No response	8	----
F. Successful prior experiences in home economics		
Very important	79	40.3
Some importance	74	37.7
No importance	43	21.9
No response	4	----
G. My friends were in this major		
Very important	5	2.5
Some importance	38	19.5
No importance	152	77.9
No response	5	----
H. My family thought this would be best		
Very important	15	7.6
Some importance	42	21.3
No importance	139	70.5
No response	4	----
I. High school teacher or counselor suggested it		
Very important	10	5.1
Some importance	24	12.4
No importance	160	82.5
No response	6	----

College Experiences (continued)	N	Percent
J. College teacher or advisor suggested it		
Very important	5	2.5
Some importance	23	11.7
No importance	168	85.7
No response	4	----
K. Had a course related to this in high school		
Very important	42	21.5
Some importance	72	36.9
No importance	81	41.5
No response	5	----
L. Had a course related to this in college		
Very important	15	7.6
Some importance	16	8.2
No importance	164	84.1
No response	5	----
M. Chance to make better grades		
Very important	4	2.1
Some importance	26	13.5
No importance	163	84.4
No response	7	----
N. It would insure good income		
Very important	2	1.0
Some importance	32	16.9
No importance	155	82.0
No response	11	----
O. Other		
Very important	32	30.5
Some importance	2	1.9
No importance	70	66.7
No response	96	----

College Experiences (continued)	N	Percent
35. Participation in college organizations		
A. Departmental clubs		
Membership	75	40.8
Leader or officer	6	4.3
No response	78	----
B. Judging teams		
Membership	4	2.2
Leader or officer	1	.7
No response	77	----
C. Honors fraternities/sororities		
Membership	4	2.2
Leader or officer	1	.7
No response	80	----
D. College 4-H/FFA/FHA		
Membership	18	9.9
Leader or officer	6	4.1
No response	74	----
E. Student agriculture or home economics council		
Membership	10	5.5
Leader or officer	3	2.2
No response	82	----
F. Social fraternities/sororities		
Membership	50	27.6
Leader or officer	22	15.8
No response	80	----
G. Professional societies/associations		
Membership	62	33.7
Leader or officer	3	2.2
No response	81	----

College Experiences (continued)	N	Percent
36. Sources which have contributed to the cost of college education, including living expenses		
A. Scholarships		
Yes	34	17.5
No	160	82.5
No response	6	----
B. Student loans or grants		
Yes	44	23.1
No	146	76.8
No response	10	----
C. Own savings		
Yes	138	71.5
No	55	28.5
No response	7	----
D. Part-time work while at college		
Yes	107	54.9
No	88	45.1
No response	5	----
E. Parents		
Yes	182	91.0
No	18	9.0
F. Veterans benefits		
Yes	5	2.6
No	186	97.4
No response	9	----
G. Spouse		
Yes	9	4.7
No	181	95.2
No response	10	----

College Experiences (continued)	N	Percent
H. Other relative or friends		
Yes	47	24.3
No	146	75.6
No response	7	----
I. Summer jobs		
Yes	159	82.3
No	34	17.6
No response	7	----
J. Other		
Yes	21	16.0
No	101	77.1
No response	78	----

Goals	N	Percent
40. Desired occupation		
Architects	2	1.0
Foresters and conservationists	1	.5
Home management advisors	1	.5
Biological scientists	3	1.5
Veterinarians	1	.5
Health practitioners, n.e.c.	2	1.0
Dietitians	6	3.0
Registered nurses	1	.5
Therapists	1	.5
Radiologic technologists	1	.5
Religious workers, n.e.c.	14	7.1
Psychologists	1	.5
Urban and regional planners	1	.5
Social workers	2	1.0
Teachers, college and university (home economics)	3	.5
Teachers, college and university, not specified	1	.5
Adult education teachers	2	1.0
Teachers, prekindergarten and kindergarten	1	.5

Goals (continued)	N	Percent
Teachers, secondary	30	15.4
Teachers, n.e.c.	2	1.0
Vocational and educational counselors	2	1.0
Designers	8	4.1
Musicians and composers	1	.5
Public relations persons and publicity writers	1	.5
Writers, artists, and entertainers, n.e.c.	1	.5
Research workers, not specified	1	.5
Buyers, wholesale and retail	1	.5
Purchasing agents and buyers, n.e.c.	1	.5
Sales managers and department heads, retail	5	2.6
Decorators and window dressers	24	12.3
Sewers and stitchers	1	.5
Food service workers, n.e.c., ex. private household	1	.5
Airline stewardesses	1	.5
Attendants, personal service, n.e.c.	1	.5
Child care workers, except private household	5	2.6
Homemaker	36	18.6
No response	7	----
41. Expected occupation		
Accountants	1	.5
Dietitians	3	1.5
Clinical laboratory technologists and technicians	1	.5
Religious workers, n.e.c.	13	6.7
Social workers	2	1.0
Teachers, college and university, not specified	1	.5
Adult education teachers	2	1.0
Teachers, prekindergarten and kindergarten	1	.5
Teachers, secondary	43	22.2
Teachers, n.e.c.	12	6.2

Goals (continued)	N	Percent
Vocational and educationsl counselors	2	1.0
Designers	1	.5
Buyers, wholesale and retail	1	.5
School administrators, elementary and secondary	1	.5
Managers and administrators, n.e.c.	1	.5
Advertising agents and salespersons	1	.5
Salespersons and sales clerks	1	.5
Receptionists	1	.5
Secretaries, n.e.c.	2	1.0
Decorators and window dressers	7	3.6
Sewers and stitchers	1	.5
Food service workers, n.e.c., ex. private household	2	1.0
Airline stewardesses	1	.5
Attendants, personal service, n.e.c.	1	.5
Child care workers, private household	1	.5
Homemakers	63	31.9
No response	7	----
42. Expect to own a farm or ranch someday		
Yes, own alone	16	8.2
Yes, own with others	15	7.7
No	161	82.9
No response	8	----
43. Expect to inherit a farm or ranch someday		
Yes, definitely	5	2.6
Some possibility	42	21.5
No, definitely not	145	74.3
Already inherited one	1	.5
No response	7	----
44. Anticipated annual income in first full-time job after completing formal education		
Less than $5000	29	18.5

Goals (continued)	N	Percent
5,000 to 7,499	75	47.8
7,500 to 9,999	26	16.6
10,000 to 12,499	23	14.6
12,500 to 14,999	2	1.3
15,000 to 17,499	1	.6
17,500 or above	---	----
No response	44	----

45. Community desired for residence

Country, farm or ranch	33	16.9
Country, outside city or village	43	22.0
Town or village (less than 10,000)	20	10.2
Smaller city (10,000 to 50,000)	43	22.0
Medium-sized city (50,000 to 500,000)	45	23.1
Large metropolitan city (more than 500,000)	10	5.1
No response	6	----

46. If you chose a place of less than 50,000 in population, how far would it be from a large or medium-sized city?

Within 30 miles	99	66.9
Farther away than 30 miles	12	8.1
Does not matter	34	22.9
No response (not applicable)	55	----

Attitudes	N	Percent

47. Women in college are more concerned with getting a husband than with preparing for a career.

Strongly agree	6	3.1
Agree	38	19.5
Undecided	33	16.9
Disagree	95	48.7
Strongly disagree	22	11.3
No response	6	----

Attitudes (continued)	N	Percent
48. The husband and wife should be equal partners in marriage.		
Strongly agree	40	21.4
Agree	57	30.4
Undecided	9	4.8
Disagree	49	26.2
Strongly disagree	30	16.0
No response	15	----
49. It is alright for a woman to work but her real fulfillment in life comes with motherhood.		
Strongly agree	62	31.8
Agree	78	40.0
Undecided	22	11.3
Disagree	31	15.9
Strongly disagree	1	.5
No response	6	----
50. A woman who does the same work as a man should receive the same pay.		
Strongly agree	77	38.9
Agree	98	49.4
Undecided	16	8.0
Disagree	5	2.5
Strongly disagree	1	.5
No response	3	----
51. I would feel uncomfortable if my supervisor at work were a woman.		
Strongly agree	2	1.0
Agree	13	6.7
Undecided	25	12.9
Disagree	104	53.8
Strongly disagree	48	24.8
No response	8	----

Attitudes (continued)	N	Percent
52. Women are capable of performing as well as men at work outside the home.		
Strongly agree	13	6.8
Agree	53	27.6
Undecided	50	26.0
Disagree	58	30.2
Strongly disagree	17	8.8
No response	9	----
53. It's alright for women to work full-time even though their children are in school.		
Strongly agree	6	3.1
Agree	46	23.7
Undecided	34	17.5
Disagree	65	33.5
Strongly disagree	42	21.6
No response	7	----
54. Most agriculture occupations are unsuited to women.		
Strongly agree	6	3.1
Agree	59	30.7
Undecided	90	46.8
Disagree	30	15.6
Strongly disagree	6	3.1
No response	9	----
55. Women should work full-time only before they have children.		
Strongly agree	24	12.4
Agree	71	36.6
Undecided	34	17.5
Disagree	58	29.9
Strongly disagree	6	3.0
No response	7	----
56. The government should be able to force farmers to adopt soil conservation practices if they have erosion problems.		
Strongly agree	2	1.0

Attitudes (continued)	N	Percent
Agree	11	5.9
Undecided	82	43.8
Disagree	45	24.1
Strongly disagree	46	24.6
No response	14	----

57. Greater regulation is needed on the use of chemicals in agriculture.

Strongly agree	2	1.0
Agree	32	17.3
Undecided	102	55.1
Disagree	32	17.3
Strongly disagree	16	8.6
No response	16	----

58. Economic progress that results in the destruction of places of natural beauty needs to be stopped.

Strongly agree	10	5.2
Agree	81	42.8
Undecided	76	40.2
Disagree	19	10.0
Strongly disagree	1	.5
No response	13	----

59. Strip mining coal to provide energy for our country is more important than keeping the countryside in its natural condition.

Strongly agree	2	1.1
Agree	35	18.6
Undecided	93	49.4
Disagree	52	27.7
Strongly disagree	5	2.7
No response	13	----

60. There are good career opportunities in agriculture.

Strongly agree	21	11.2
Agree	107	56.9
Undecided	52	27.7
Disagree	7	3.7
Stronly disagree	---	----
No response	13	----

Attitudes (continued)	N	Percent
61. Most work in agriculture can be done by people with little education.		
Strongly agree	2	1.1
Agree	18	9.6
Undecided	66	35.3
Disagree	85	45.4
Strongly disagree	15	8.0
No response	14	----
62. Agriculture is a declining industry.		
Strongly agree	1	.5
Agree	34	18.3
Undecided	64	34.4
Disagree	67	36.0
Strongly disagree	19	10.2
No response	15	----

Analysis of Selected Variables: Life Goals and Attitudes

Adjusted Frequencies and Percentages and Kolmogorov-Smirnov Test

Goals	BJU N=200 N	BJU N=200 Percent	1862 N=1126 N	1862 N=1126 Percent	Kolmogorov Test Stat.	Twoside K-S Crit. value
37. Formal education desired					0.2134	0.0000*
Quit before bachelor's	3	1.5	9	0.8		
Go to voc. school	4	2.0	13	1.2		
Complete bachelor's	108	54.8	381	35.0		
Complete master's	68	34.5	472	43.3		
Complete professional degree	9	4.6	66	6.1		
Complete doctoral	5	2.5	147	13.5		
No response	3	----	38	----		
38. Formal education expected					0.1824	0.0000*
Quit before bachelor	12	6.2	19	1.7		
Go to voc. school	---	----	9	0.8		
Complete bachelor's	151	77.8	687	63.2		
Complete master's	27	13.9	314	28.8		
Complete professional degree	4	2.1	31	2.8		
Complete doctoral	---	----	27	2.5		
No response	6	----	39	----		
39A. Remain in home economics if expect to do graduate work					0.0190	1.0000
Yes	65	76.5	454	80.2		
No	18	21.2	112	19.8		
Not applicable	117	----	560	----		

Goals (continued)	BJU N=200 N	BJU N=200 Percent	1862 N=1126 N	1862 N=1126 Percent	Kolmogorov Test Stat.	Twoside K-S Crit. value
398. Remain at present school if expect to do graduate work					0.1777	0.0220*
Yes	26	30.1	275	50.3		
No	54	64.3	272	49.7		
No response (not applicable)	120	----	579	----		

Attitudes	BJU N=200 N	BJU N=200 Percent	1862 N=1126 N	1862 N=1126 Percent	Kolmogorov Test Stat.	Twoside K-S Crit value
HOME ECONOMICS STUDENTS ARE:						
71. Sure of what they want to do in life					0.0381	0.9684
Less than non-HE	16	8.5	51	4.7		
Same as non-HE	145	77.5	834	77.6		
More than non-HE	26	13.9	189	17.6		
72. Interested in competing for high grades					0.0882	0.1610
Less than non-HE	8	4.3	52	4.8		
Same as non-HE	170	91.4	882	82.0		
More than non-HE	8	4.3	141	13.1		
73. Interested in classical music and good literature					0.0839	0.2079
Less than non-HE	9	4.8	142	13.3		
Same as non-HE	161	87.0	873	81.7		
More than non-HE	14	7.6	54	5.0		

Attitudes (continued)	BJU N=200 N	BJU N=200 Percent	1862 N=1126 N	1862 N=1126 Percent	Kolmogorov Test Stat.	Twoside K-S Crit. valu
HOME ECONOMICS STUDENTS ARE:						
74. Friendly and helpful to other people					0.2298	0.0000*
Less than non-HE	8	4.3	17	1.6		
Same as non-HE	62	33.1	630	58.8		
More than non-HE	117	62.6	424	39.6		
75. Willing to accept new and unusual ideas					0.2435	0.0000*
Less than non-HE	12	6.5	61	5.7		
Same as non-HE	71	38.6	685	63.8		
More than non-HE	101	54.9	328	30.5		
76. Interested in making a lot of money					0.1725	0.0001*
Less than non-HE	63	34.8	181	16.8		
Same as non-HE	112	61.9	812	75.4		
More than non-HE	6	3.3	84	7.8		
77. Tolerant of people who come from a different background					0.0748	0.3278
Less than non-HE	4	2.1	47	4.4		
Same as non-HE	124	67.4	782	72.7		
More than non-HE	56	30.4	247	22.9		

Attitudes (continued)	BJU N=200 N	BJU N=200 Percent	1862 N=1126 N	1862 N=1126 Percent	Kolmogorov Test Stat.	Twoside K-S Crit. value
HOME ECONOMICS STUDENTS ARE:						
78. Seriously concerned about the state of the nation and of the world					0.0652	0.4968
Less than non-HE	21	11.4	78	7.2		
Same as non-HE	141	76.6	800	74.3		
More than non-HE	22	11.9	199	18.5		
79. Interested in having a good time at college					0.0868	0.1715
Less than non-HE	5	2.8	59	5.5		
Same as non-HE	159	89.8	980	90.9		
More than non-HE	13	7.3	39	3.6		

* significant at the .05 percent level

APPENDIX D

CHI SQUARE ANALYSIS
AND CONTINGENCY TABLE

Chi Square Analysis: Image Projection (Items 71-79)

Question	1862 Schools N = 1126			BJU N = 200		
	1	2	3	1	2	3
71	51	834	189	16	145	26
72	52	882	141	8	170	8
73	142	873	54	9	161	14
74	17	630	424	8	62	117
75	61	685	328	12	71	101
76	181	812	84	63	112	6
77	47	782	247	4	126	56
78	78	800	199	21	141	22
79	59	980	39	5	159	13
Totals	688	7278	1705	146	1147	363
Percent	7.11	75.26	17.63	8.82	69.26	21.92

Chi Square Contingency Table

	Responses			
	1	2	3	Total
1862				
Observed value	688	7278	1705	9671
Expected value	712	7193	1766	----
Bob Jones University				
Observed value	146	1147	363	1656
Expected value	93	1232	302	----
Total	834	8425	2068	11327

$x^2 = 52.555$

Critical value at .05 level = 5.99